Group Development Theory

Objective

Actions:

1. Discuss Group Development Theory
2. Provide Leaders With the Necessary Tools to Identify Behaviors that Promote or Hinder Group Development and Effectiveness

Conditions: Given Classroom Discussion and Group Exercise

Standards: Students Will be Able to Define:

- Stages of Group Development
- Behaviors that Affect Group Development
- The Experiential Learning Cycle

Overview

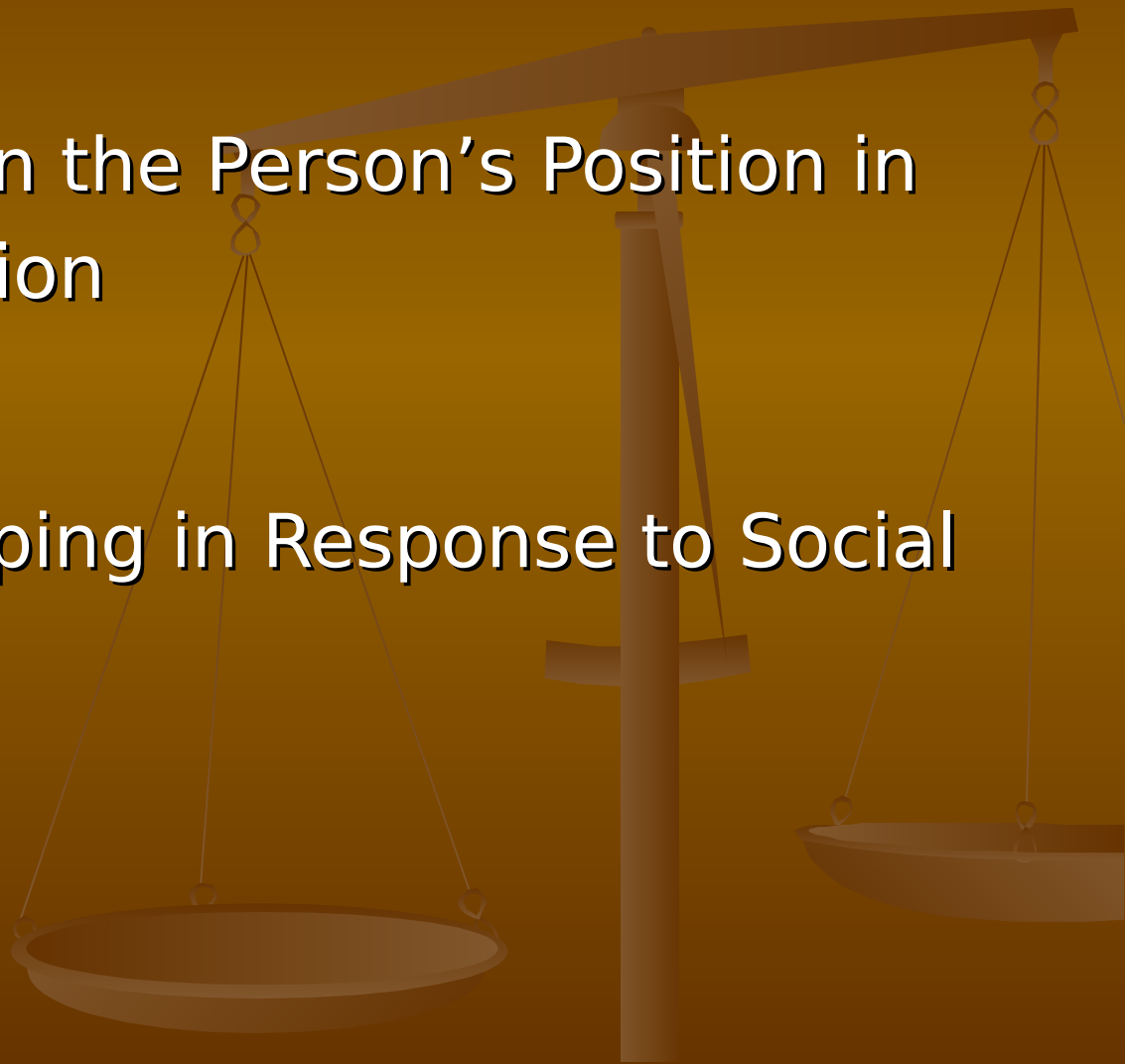
- Define Group Development
- Identify Behaviors that Affect Group Development
- Process verses Content
- Experiential Learning Cycle (ELC)

Definition of a Group

People who are interacting with one another in such a manner that each person influences and is influenced by each other's behavior.

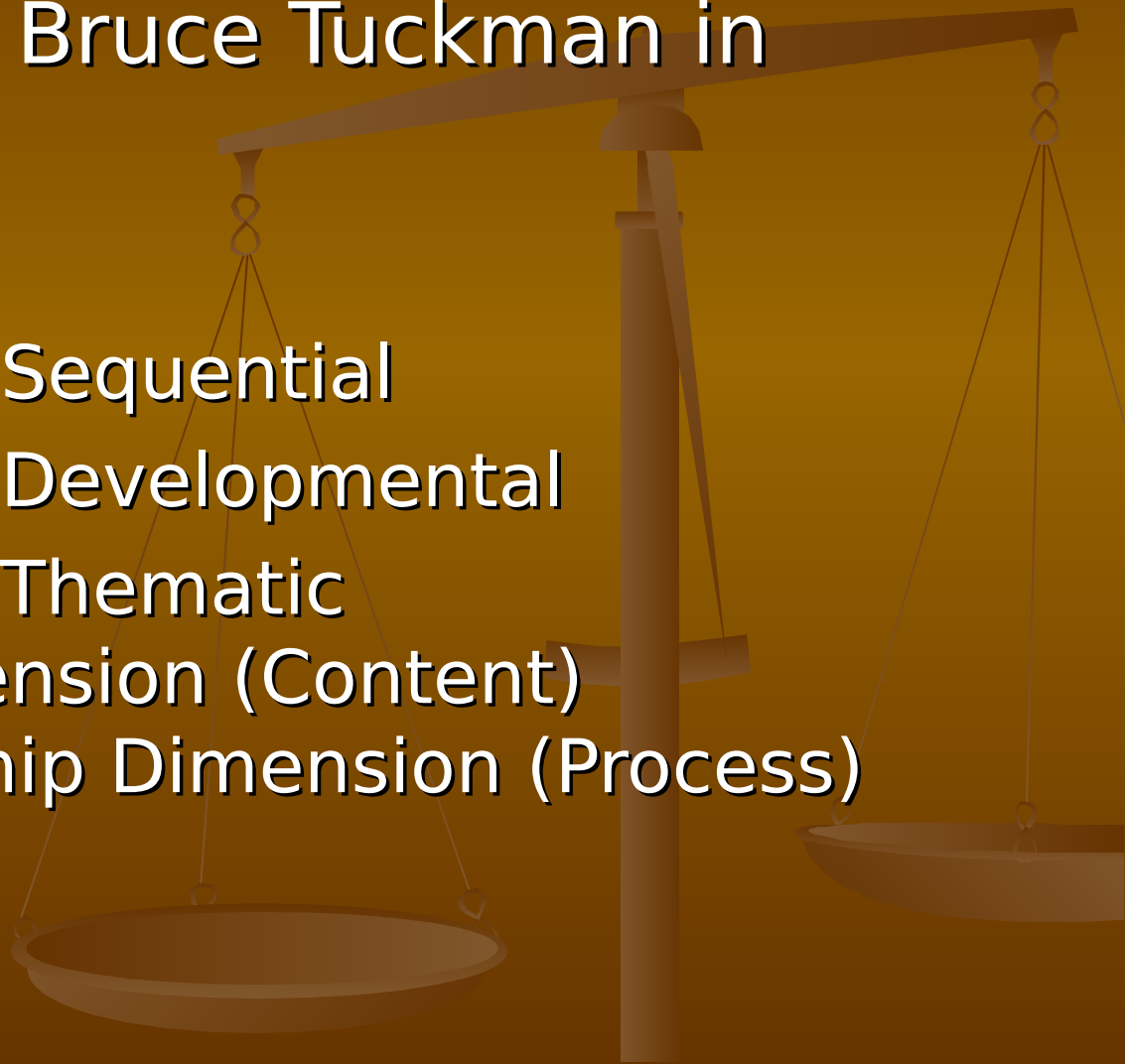
Types of Group

- Formal
  - Dependent on the Person's Position in the Organization
- Informal
  - Natural Grouping in Response to Social Needs



Tuckman's Group Development Model

- Developed by Bruce Tuckman in 1965
- Principles
  - The Model is Sequential
  - The Model is Developmental
  - The Model is Thematic
    - Task Dimension (Content)
    - Relationship Dimension (Process)



Stages of Group Development

- Form
  - Dependent Stage or Polite Stage
- Storm
  - Counter-Dependent Stage
- Norm
  - Independent or Constructive Stage
- Perform
  - Interdependent or Esprit Stage
- Adjourn
  - Termination or Disengagement Stage

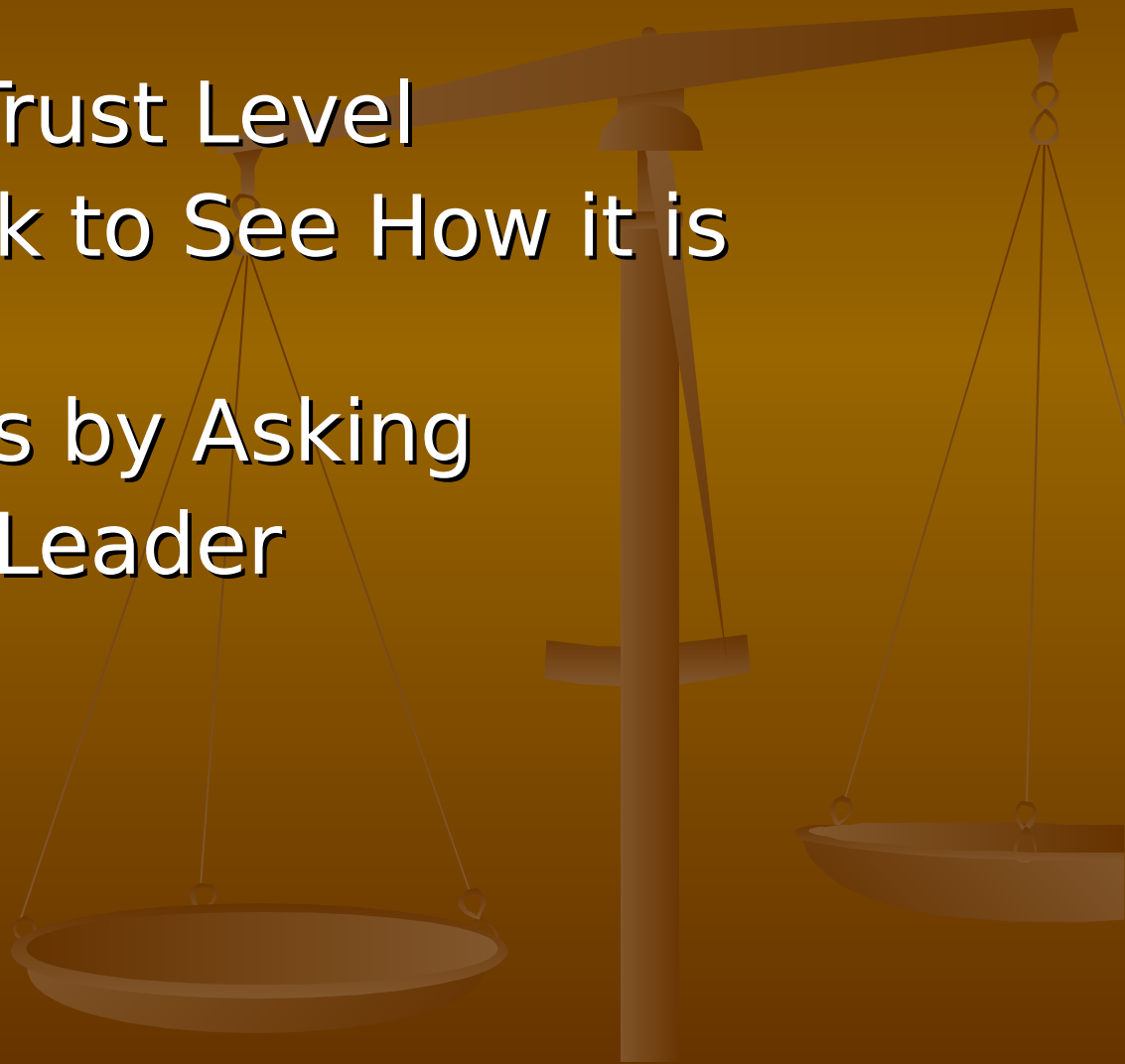
Form Group Behaviors

- Dependent of Direction
- Members are Polite
- Introductions and Sharing of Information
- Stereotyping Others on First Impressions
- Conversation is About Safe Topics
- Avoid Disclosure, Feedback and Interpreting Non-Verbals

Group Remains in this Stage Depending on Structure, Task and Leadership

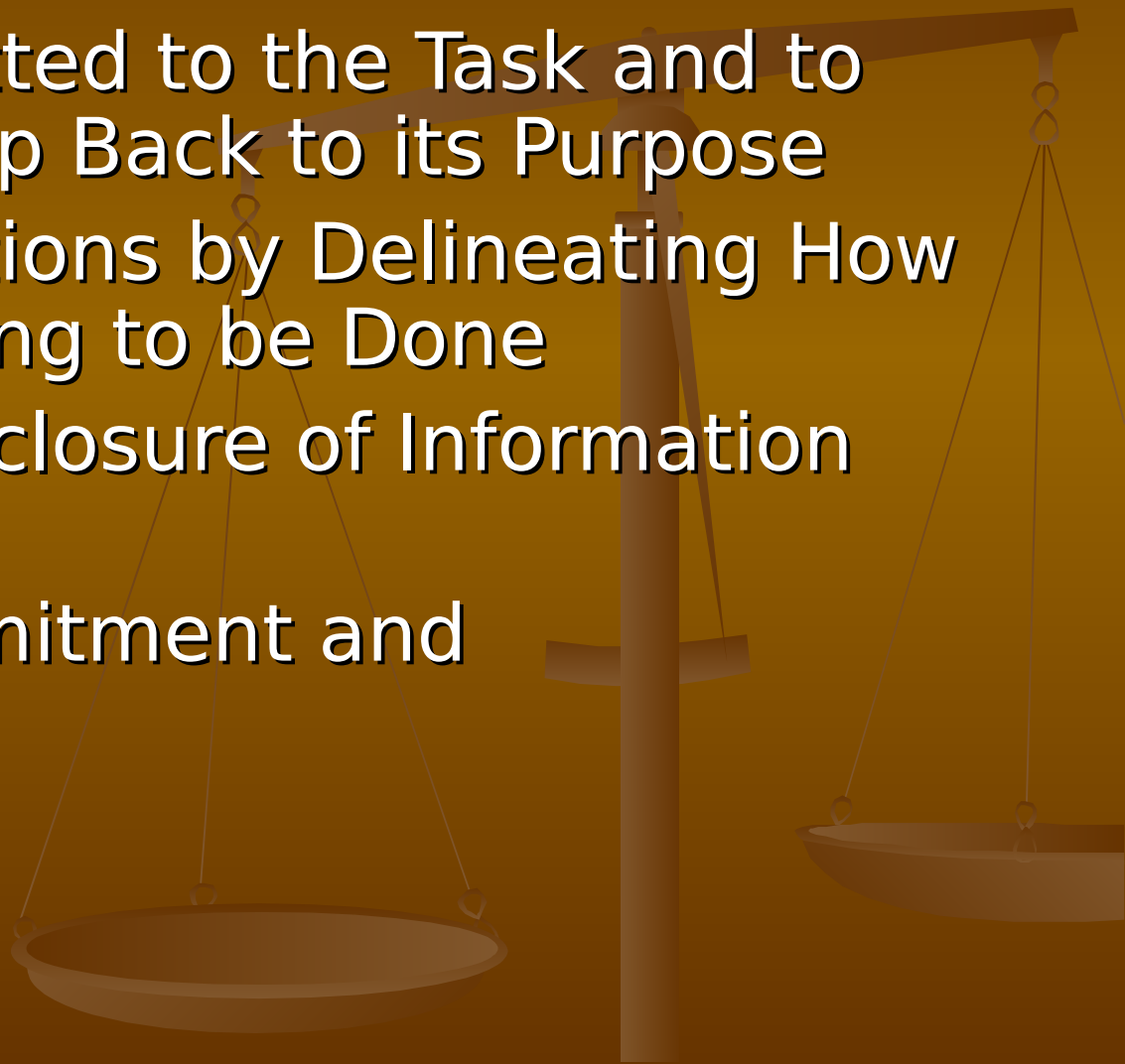
Form Group Relationship Behaviors

- Test Out the Trust Level
- Give Feedback to See How it is Received
- Probe Feelings by Asking
- Question the Leader



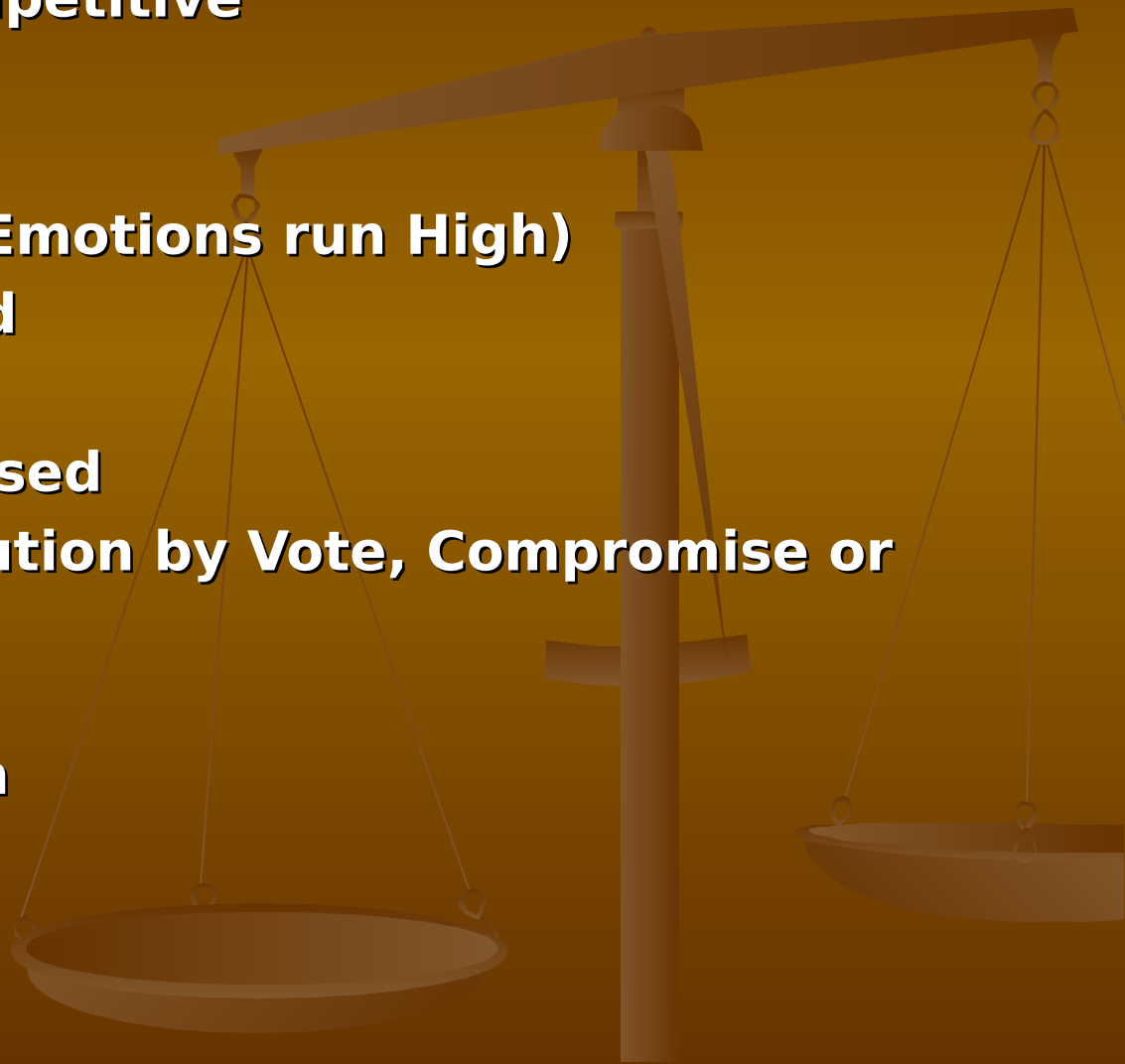
Form Trainers Behaviors

- Highly Committed to the Task and to Bring the Group Back to its Purpose
- State Expectations by Delineating How Things are Going to be Done
- Encourage Disclosure of Information and Opinions
- Demand Commitment and Accountability



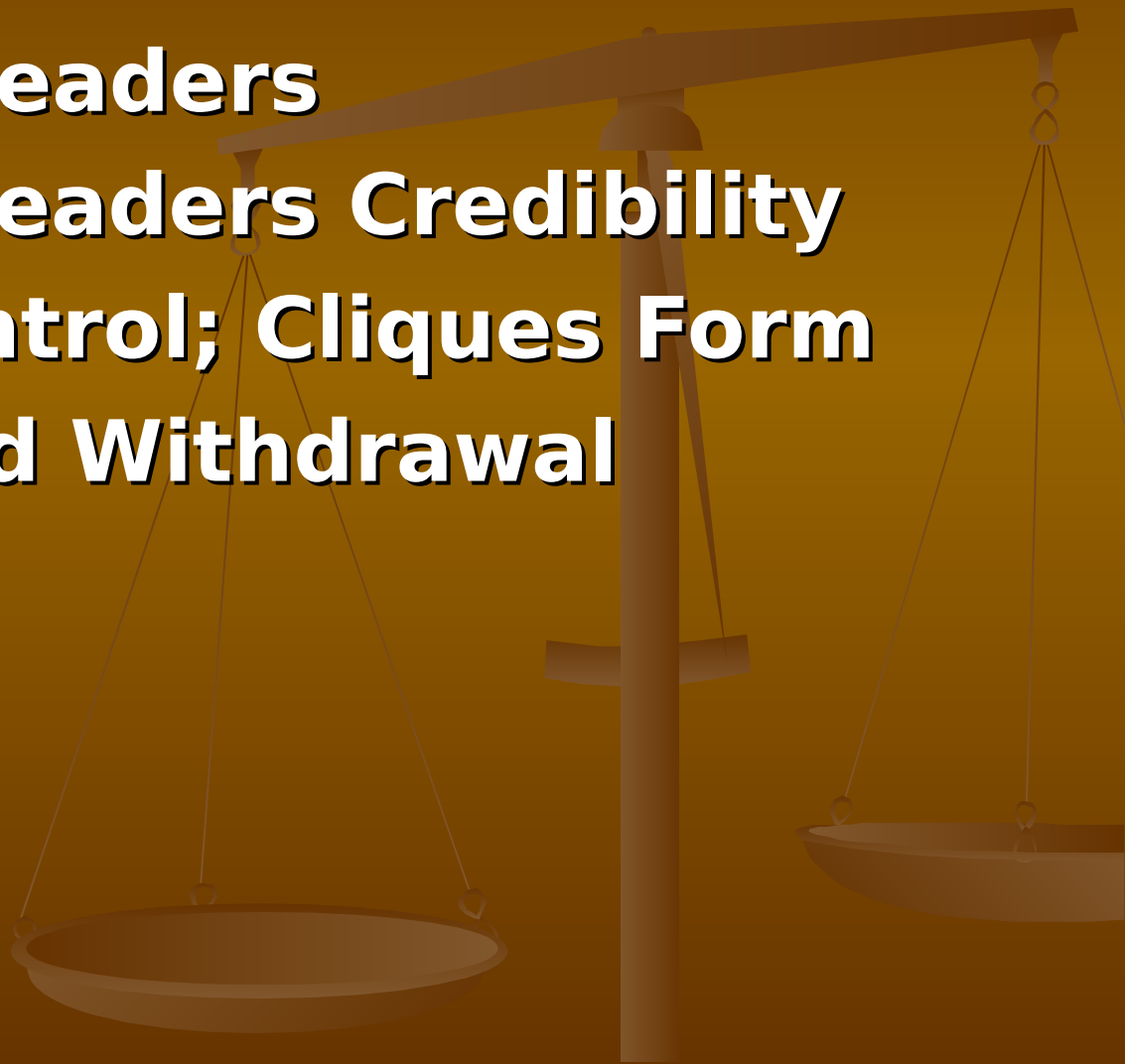
Storm
Group Behaviors

- Counter-Dependent
- Bid for Power, Competitive
- Rationalization
- Close-Minded
- Conflict/Hostility (Emotions run High)
- Cliques are Formed
- Hidden Agendas
- Creativity Suppressed
- Try to reach Resolution by Vote, Compromise or Arbitration
- Seek Outside Help
- Loud or Withdrawn



Storm
Group Relationship Behaviors

- Check out Leaders
- Challenge Leaders Credibility
- Need to Control; Cliques Form
- Slient, Timid Withdrawal



Storm Trainers Behaviors

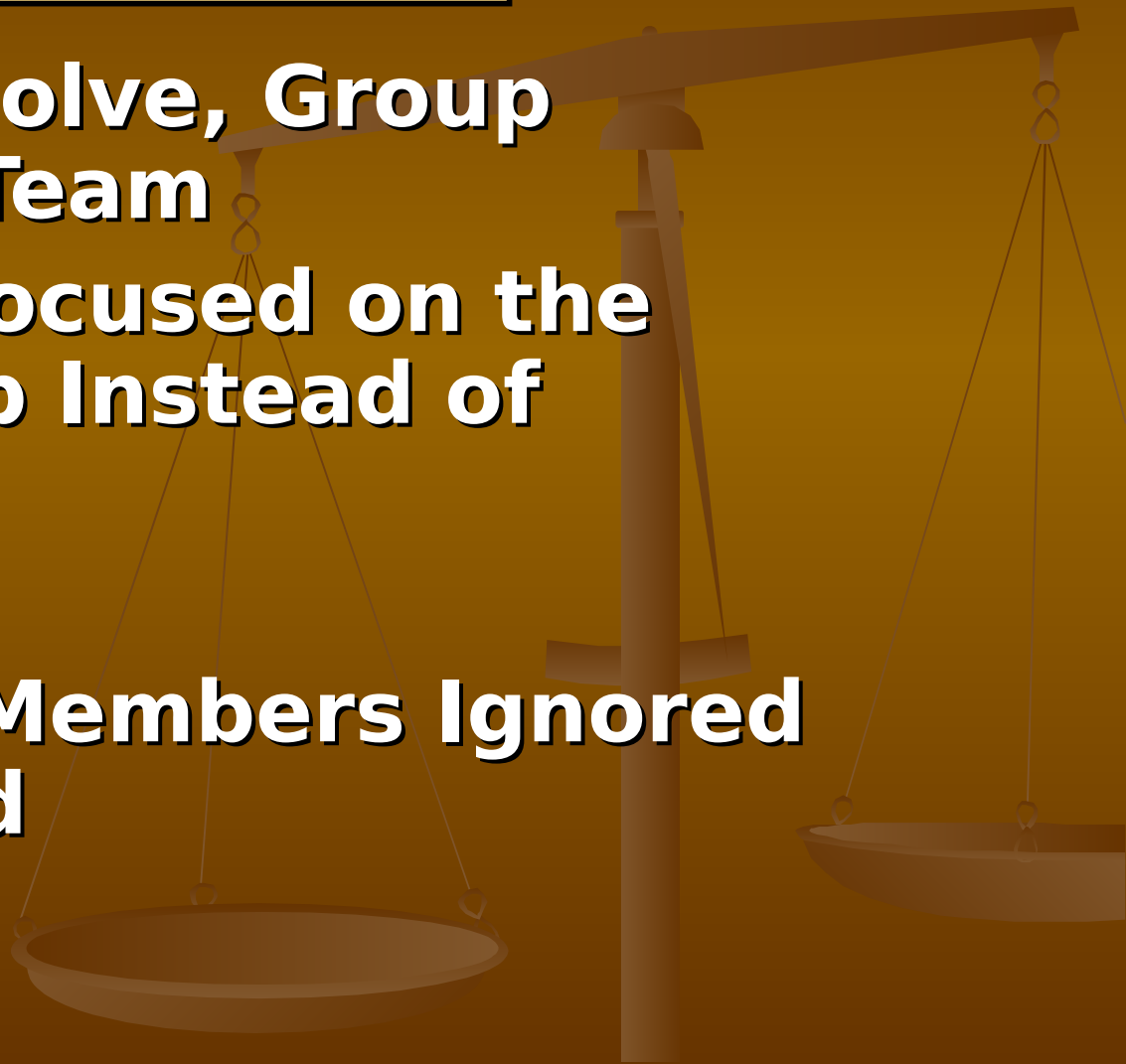
- Attempt to Deal with Emotions
- Clarify Tasks
- Identify Cliques
- Explain Lose-Lose Consequences
- Respond to a Credibility Check
- Stand firm on Personal Commitment
- Prevent threats and Punishment
- Ask the Quiet Members Questions
- Build the Trust Level

Norm Group Behaviors

- Independent and Constructive
- Real Listening Takes Place
- Attempts to Gain and Maintain Control Lessens
- Progress Toward Objectives
- Creativity Begins
- Roles Identified
- Leader Becomes Less Identifiable
- Progresses Towards Objectives

Norm Group Relationship Behaviors

- Cliques Dissolve, Group Becomes a Team
- Support is focused on the Entire Group Instead of Individuals
- Team Effort
- Non-Group Members Ignored or Discarded



Norm
Trainers Behaviors

- Encourage Role Selection
- Encourage Group Decisions by Consensus
- Maintain Relationships/Keep Harmony
- Shift Responsibility for Task Accomplishment to the Group

Perform Group Behaviors

- Independent
- High Morale and Esprit
- Intense Group Loyalty
- Individual Creativity is Encouraged
- Disagreement is Okay, Supportive
- No Cliques
- Groups Adopts an Identification Symbol
- Minimum Supervision Required
- High Productivity/Efficiency

Perform Group Relationship Behaviors

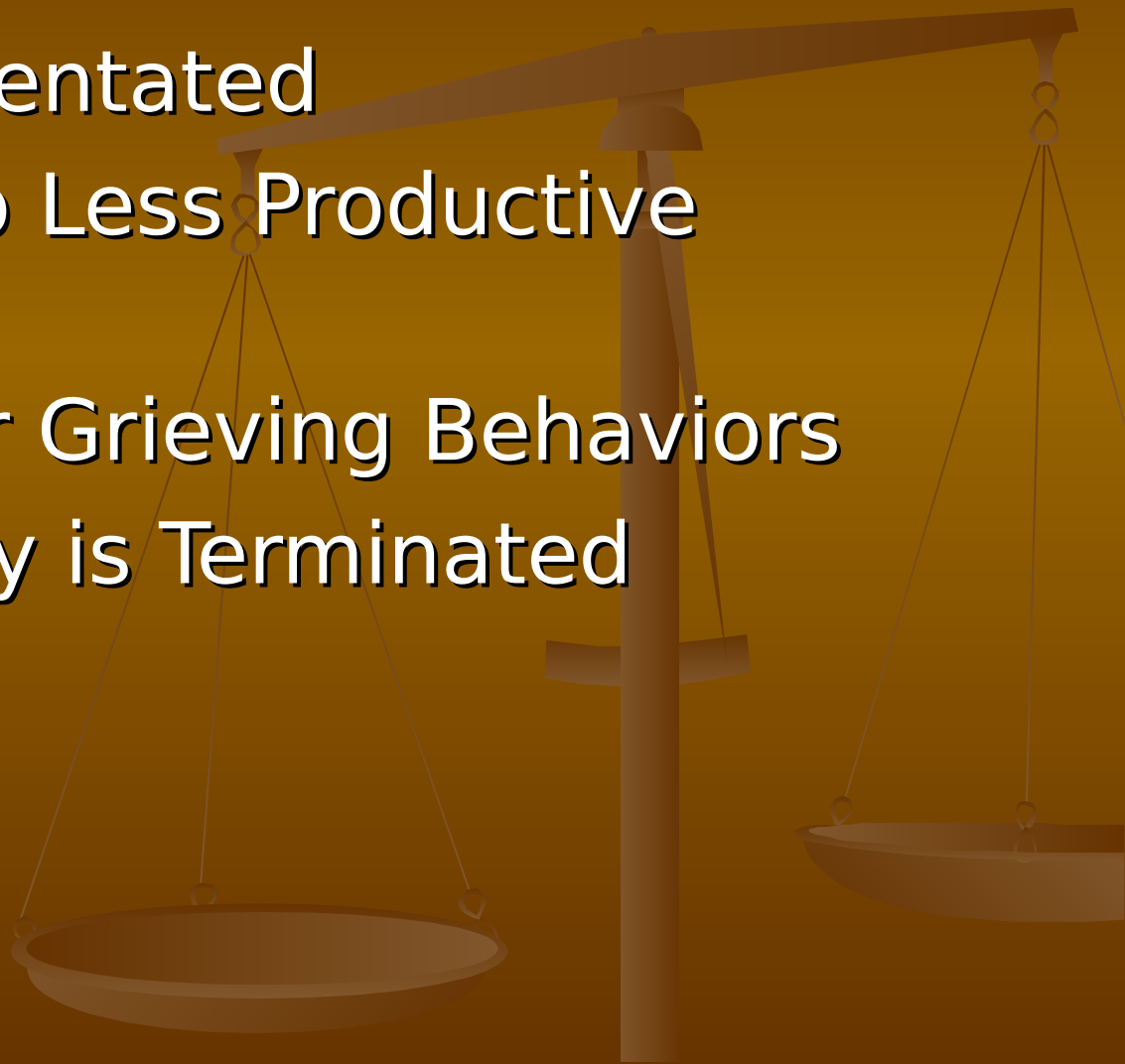
- Firmly Established
- Non-Competitive
- Comfortable/Informal

Perform Trainers Behaviors

- **NONE**

Adjourn Group Behavior

- Less Task-Orientated
- Regression to Less Productive Behavior
- Separation or Grieving Behaviors
- Group Activity is Terminated



Adjourn
Group Relationship Behaviors

- Hold on to the Relationship
- How to Remain Together in the Future
- Termination/Disengagement

Adjourn
Trainers Behaviors

- Assist with Emotions
- Adjust Leadership Style

Behaviors That Affect Group Development

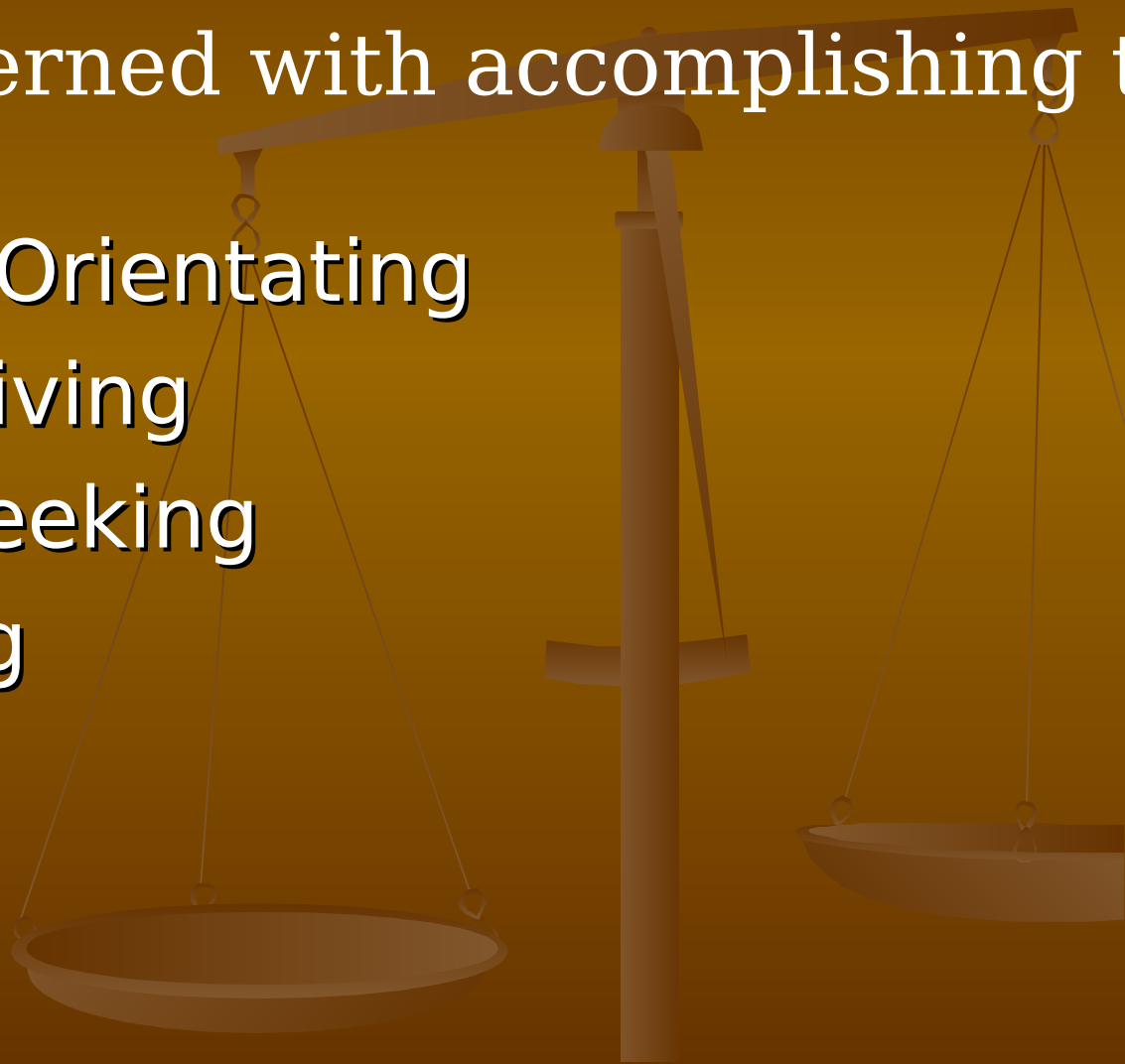
There are two types of behaviors that aff
group development.

- Behaviors that Enhance Group Development
  -Task Functions
  - Maintenance Functions
- Behaviors that Slow Group Development
  - Self-Centered Behaviors

Task Functions

Behaviors concerned with accomplishing t

- Initiating and Orientating
- Information Giving
- Information Seeking
- Opinion Giving
- Clarifying



Task Functions

Behaviors concerned with accomplishing

- Elaborating
- Evaluating
- Summarizing
- Coordinating
- Consensus Testing

Maintenance Functions

Behaviors that strengthen and maintain the group activities or relationships

- Establishing Norms
- Gatekeeping
- Harmonizing
- Tension Relieving
- Dramatizing
- Showing Solidarity

Behaviors That Slow Group Development

- Withdrawing
- Blocking
- Status and Recognition Seeking
- Discriminatory Behaviors
- Special Interests

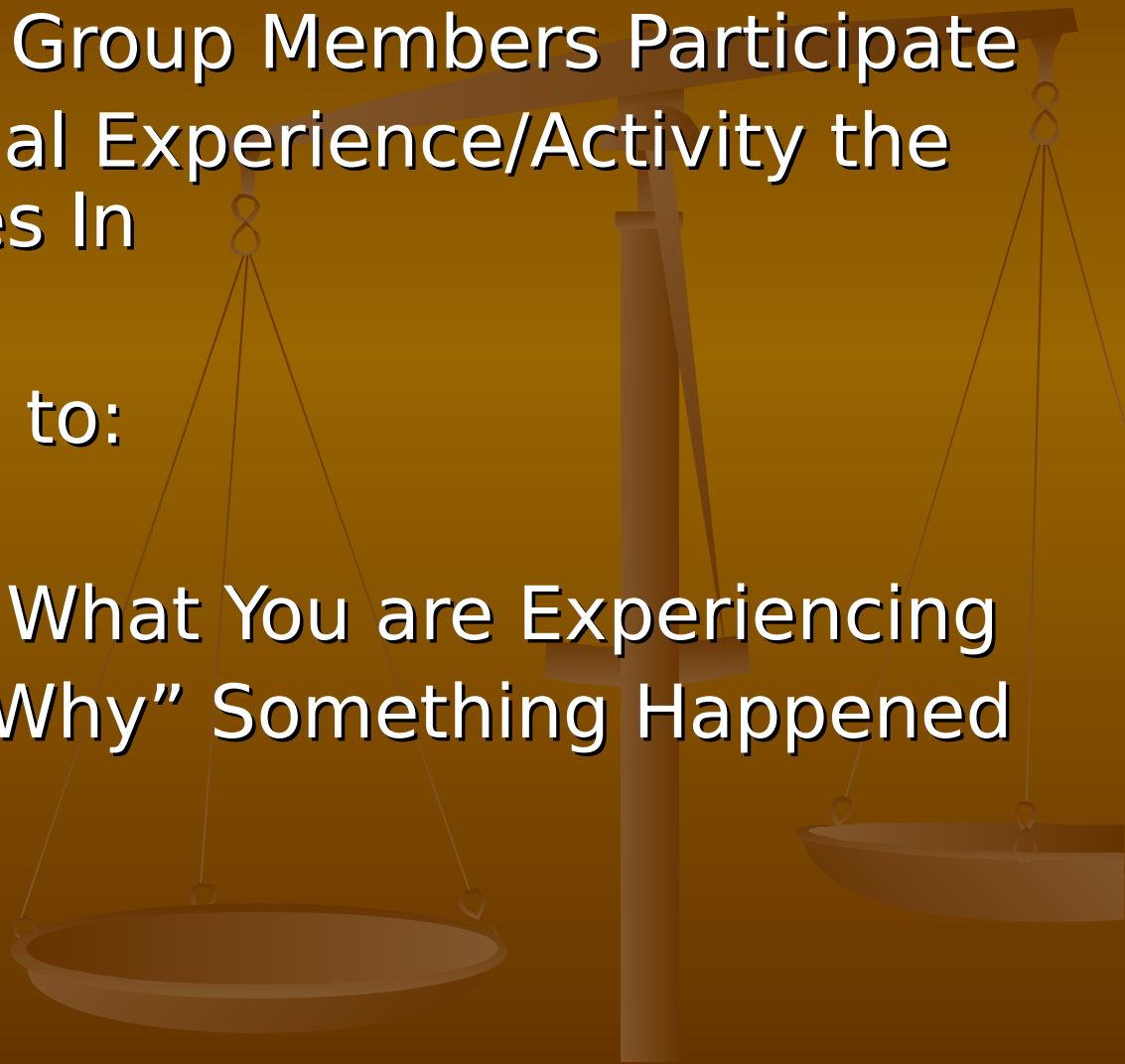
Practical Exercise

Process v. Content

- Process–How the Group Members Participate
- Content-The Actual Experience/Activity the Group Participates In

Pay More Attention to:

- The Processes of What You are Experiencing
- The “How” and “Why” Something Happened



Experiential Learning Cycle

A Five Stage Process Which Occurs When a Person Engages in Some Activity, Looks Back at the Activity, Critically Draws Some Useful Insight from this Analysis, and Puts the Results to Work.

*Learning is defined as a relatively stable change in behavior

Experiencing

The data generating part of the structured experience

- Vehicle Maintenance
- Section Drills
- Squad Competition
- Confidence Course
- Field Exercises
- Counseling

Publishing

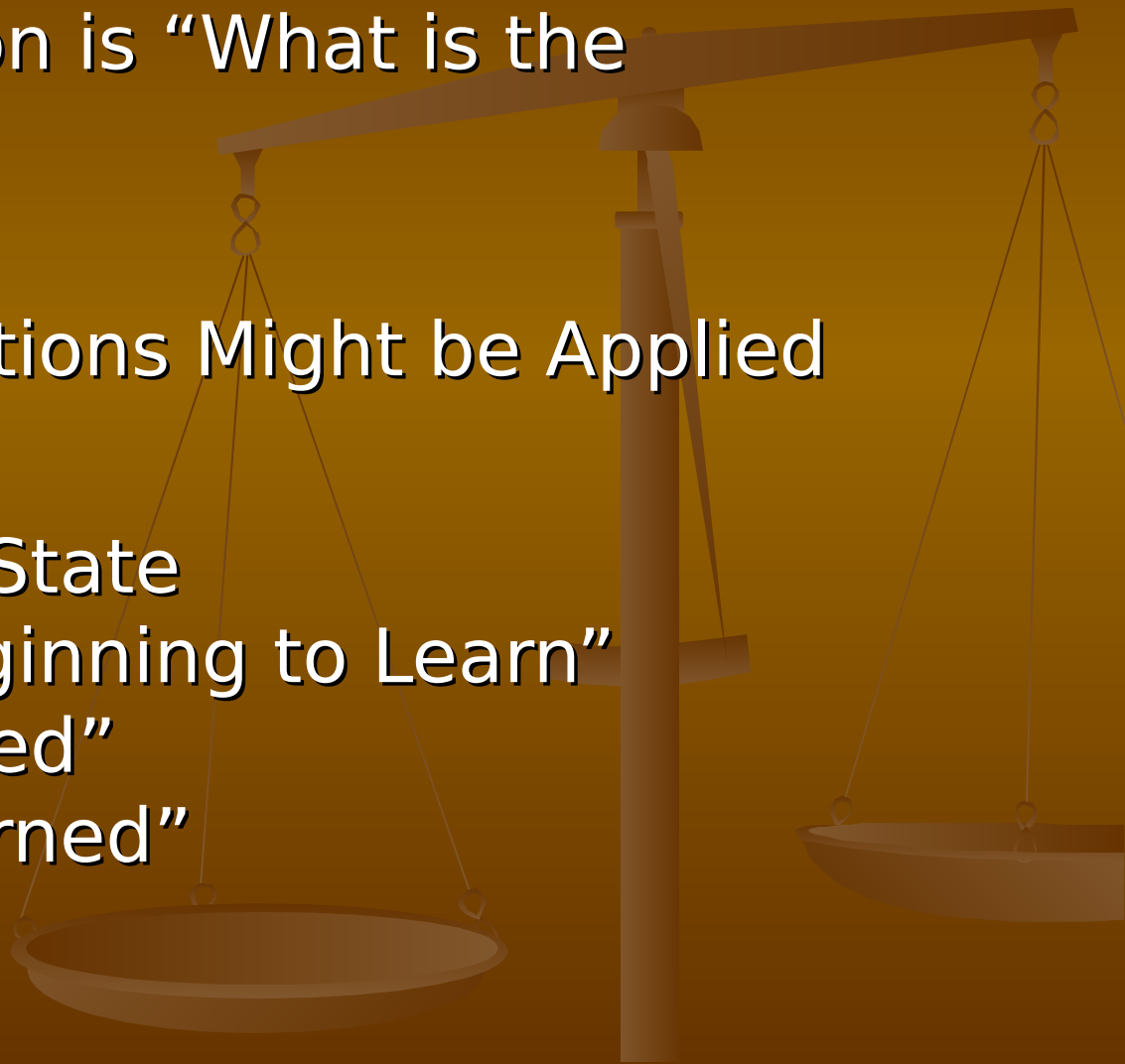
- Share What was Seen
- Share Feelings
  - Use Adjectives to Describe Feeling
- Find Out What Happened
  - Cognitive (Knowledge and Perception)
  - Affective (Emotional and Feeling)
- Ask Each Other “What” and “How” Questions

Processing

- Pivotal Step
  - The Group Dynamic Phase
- The “Why” it Happened is Analyzed
- Recurring Topics and Trends are Identified
  - Correlations are Made
- Key Terms Give Dimensions to Guide Discussions
- Interpersonal Feedback Focuses Attention of Behaviors on Group Members

Generalizing

- The Key Question is “What is the Relevance”
- What Past Situations Might be Applied
- Individuals can State
  - “What I’m Beginning to Learn”
  - “What I Learned”
  - “What I Relearned”



Applying

- Group Members Apply Generalizations to Actual Situations
- Discussions are in Terms of What can be Done More Effectively
- Developing Goal Criteria and Goal Setting Takes Place
- Contracting or Promises are Made About Applications or Behaviors
- Practice Sessions are Held to Change Behaviors

Summary

- Defined Group Development
- Behaviors that Affect Group Development
- Process versus Content
- Experiential Learning Cycle (ELC)

Questions